sanctioned. The State may resubmit the proposals based on the revised APDRP in the Eleventh Plan as and when guidelines for the same are issued.

Effect of corruption in education

*26. SHRI SANJAY RAUT: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government have received any study report recently from UNESCO's Interntational Institute for Educational Planning which reveals that various shades of corruption afflict the education system in the country;

(b) if so, the details thereof and Government's reaction thereto; and

(c) the details of steps taken or proposed to be taken against such erring institutes in the country for securing the career of students?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) The Government has seen a Report published in 2007 by UNESCO/International Institute of Educational Planning entitled "Corrupt Schools, Corrupt Universities; what can be done?" This report is not India specific and highlights the issue related to corruption in education and the consequent loss to the system in terms of its adverse effect on access, equity and quality, in developed and developing countries around the world. The report includes references to teacher absenteeism and private tuitions by teachers, etc. and also suggests strategies to reduce corruption and improve governance in education.

(b) and (c) Details regarding the references made to India in the Report are enclosed as Statement (*See* below). Central Government is continuously engaged, through consultations with State Governments and apex bodies such as University Grants Commission, the Central Board of Secondary Education and others, in eliminating malpractices in the educational system. Government also recognizes that eliminating the kinds of malpractices mentioned in the UNESCO/IIEP Report will require not only the continuous and committed participation of State Governments but also increased public awareness and greater transparency and accountability in the public bodies.

Statement

The report presents the conclusions of the research conducted by the IIEP in the field of ethics and corruption in education. It aims at sensitizing decision-makers, educational planners and managers to the importance of combating corruption in education; at providing them with key tools to detect and assess corruption problems; and at guiding them in the formualtion of adequate strategies to curb malpractices.

The Report is not India specific. However, references have been made to India through out the Report. The points with reference to India are presented below: -

* In the foreword the Report mentions that.....Fortunately, as this book amply demonstrates, there are vibrant parts of society — even among the poorest and the most vulnerable countries like Bangladesh and India — that will organize in support of rational democratic and progressive dismantling of existing corrupt practices.

* Referring to the magnitude of corruption, the Report mentions that there are a few estimates of the economic costs of corruption. Two national estimates of

corruption corroborate the fact that this is major phenomenon. In India, it was estimated at around 20 per cent of the GNP in the 1980s.

* Decision-makers in Government, academia and advocacy groups have come to recognize the potential of public feedback in making the Government more responsive and accountable. The Public Affairs Centre (PAC) in Bangalore, India and Transparency International Bangladesh (TIB), in particular, designed 'Report Cards on Public Services' in 2000, which proved to be relatively uncomplicated and widely replicable tools for improving transparency and public accountability.

* In the chapter titled **'Teacher management and behaviour'**, the Report opines that corrupt practices in teacher management and distortions in teacher behaviour can also have a high incidence on educational quality.

More globally, a variety of misbehaviours associated with teachers can disturb the implementation of planned interventions within the education sector, and particularly progress toward Education for All goals. Any plan to increase access to education, improve educational quality or reduce school inequities may thus prove unsuccessful if it does not properly take into consideration issues such as unauthorized fees for school admission, teacher-student relationship for private gain, and embezzlement of school finances. A study demonstrated, for instance, that a 10 per cent increase in teacher absence is associated with a 1.8 per cent decrease in student attendance. At the same time, another study conducted by the World Bank showed that teacher absenteeism is not a marginal phenomenon. It can be as high as one third of all teachers in the State of Uttar Pradesh, India (World Bank, 2004).

* The chapter also contains a table showing Major sources of unethical behaviour among teachers in South Asia. The report deals with 'Teacher absence rate in various countries and cost implications'. India has also been included in the table with 25% teacher absence rate in primary schools with consequent budget leakage of 22.5%.

* The analysis conducted by Chaudury et al (2005) in Bangladesh, India, Indonesia, Peru and Uganda, for instance, shows that there is no significant relationship between teachers' absenteeism and their residence within the catchments area of school, their average tenure in the school and how recently they have attended a training programme.

* In the sub-topic "Designing and enforcing teachers' codes of conduct", the Report concludes that Even though codes of conduct are generally perceived as useful instruments, they are not always effectively enforced. Various modes of enforcement have been experimented throughout the world, with more or less success. Existing social, political, cultural and institutional factors in Bangladesh, India and Nepal have greatly influenced the implementation of these codes.

* In the chapter-7 which deals with exams; credentials and accreditation, the Report mentions that in some places in India, cheating is now so well established that when Universities try to resist, students protest and demand their traditional right to cheat. In the Report, some examples of academic fraud have been mentioned. One of them is related to the findings of The Commission

of Investigation on Abuse of Authority in Nepal, which suspects that 10% of the Himalayan Kingdom's 1,40,000 school teachers are using diplomas purchased from India (Chronicle of Higher Education, 2003). Similarly, some press reports on figures on academic fraud have been included, which are as under:-

India: fees for manipulating entrance tests scores between US$ 80 and US$ 20,000 for the most popular programmes, such as computer sciences, medicine or engineering.

India: Post dated cheques totaling more than US$300,000 collected by people offering to sell answers for a Nationwide examinations for physicians.

* In the chapter titled 'Private tutoring: How to avoid the corruption of mainstream education?', the Report mentions that according to a recent comparative study undertaken by the IIEP on teachers codes of conduct in South Asia, private tuition is thus regarded as a major source of unethical behaviour in Bangladesh, India and Nepal.

* The Report also says that in India, a 1997 survey of 7,879 primary schools pupils in Delhi found that 39.2 per cent were receiving tutoring. Other reports have suggested that 70 per cent of urban children receive private tutoring in one or more subjects.

* In the chapter regarding memo to policy makers, planners and managers on how to address the challenge of corruption in the Education Sector, there is a subtopic titled 'How to address external factors (mainly political, legal, economical and educational)'.

This chapter mentions that lessons from experience and evidence suggest that five key elements hold a lot of promise when they can coalesce, namely), leadership; competition in the political and economic arena; the right to information; collective action; and an integrated approach.

Under sub-title 'Right to Information' the Report concludes that freedom of the press and access to information is key to transparency and accountability. The experiences of countries such as India that have progressively provided a legal basis for the right to information can prove extremely useful in this regard.

Achievement of total literacy

*27. SHRIMATI SUPRIYA SULE:
SHRIMATI SHOBHANA BHARTIA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government are taking steps to achieve 100 per cent literacy by 2010 and were planning to increase it by 25 per cent this year, to ensure 100 per cent literacy by 2010 and allotted Rs. 32,352 crore for education in 2007-08 budget, 31 per cent higher than last year's allocation; and

(b) if so, to what extent both Central and State Governments have taken steps to implement the schemes to achieve this goal?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) No, Sir. A total allocation of Rs. 32,354.22 crores has been made